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"THE VOICE OF THE STUDENTS - - BY THE STUDENTS"



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PURDUE UNIVERSITY CALUMET CAMPUS, HAMMOND, INDIANA

Friday, May 9, 1969

Faculty Initiates Bookstore Analysis

by Jack Knotts
and Rosemary Locasto

A complete analysis of the book store operation will be undertaken by an Ad Hoc Book Store Committee established during the April 7 Purdue Cal Committee of Faculty Delegates meeting.

The Committee will be composed of four faculty members, three students, and the Assistant Dean for Academic Affairs.

It will be responsible for a complete analysis of the present book store operations, and also be prepared to present recommendations for improving these services.

There have been attempts by Purdue Cal students in the past to avoid book stores services, for example, by conducting used book sales in the student lounge.

Prof. J. S. Tuckey, Purdue Cal faculty member and member of the Council of Faculty Delegates, declined any positive comment on the book store operation.

"There are possibly extenuating circumstances," said Prof. Tuckey when asked what he

thought about prices of books, new and used, the empty shelves that often occur at the beginning of semesters, or the times when there are only 15 books available for 30 students.

Prof. Tuckey remarked that the beginning of our semesters coincides with that of many other institutions and it is possible that at times the demand does exceed the supply.

At freshman orientation, we frosh were told of the many new things we would come in contact with at Purdue Cal. The campus bookstore was referred to as being run by direct descendants of Jessie James. The general reaction was one of laughter, but after one year at Cal, many freshman, as well as upper classmen, agree that tears would have been a more appropriate response.

With the formation of a Book-Store Committee close at hand, a survey was taken of both full and part-time students to determine where improvements are needed.

General complaints among stu-

dents questioned were that prices were unnecessarily and excessively high for new books. Prices, it was explained, are set by the Lafayette Campus to which our bookstore is answerable. Some students suggested that the bookstore become more independent of Lafayette so they could charge prices more reasonable to students here. Many other students feel that they are being cheated because they have veritably no other choice than the campus bookstore at which to buy books for classes. One girl stated the opinion that competition would encourage efficiency in bookstore operations.

Complaints about availability of books were prevalent among Purdue students. Many students find that the books required for one or more of their courses are not available in large enough quantities (or not at all) at the bookstore. In many instances delivery of books is late and students spend the first several weeks of class blundering about without books.

A problem of major concern

among students was that of prices paid for used books and resale of these books. In many instances, books are bought back from the student for less than what the paper alone is worth. One student mentioned that he was offered 39¢ for a book that cost him over \$7.00 only 6 months before. This is not an uncommon occurrence at our bookstore. The problem of re-

sale prices was also brought to my attention. One student states that used Cliff notes sold for 95¢ while new ones are \$1.00—only a 5¢ difference between a new book and an old one.

It is hoped that the Ad Hoc Bookstore Committee will look into the practices of the bookstore and both sides of the issues will be presented to the students.

Board of Trustees Ratifies New Emblem For Purdue

A distinctive new symbol for Purdue University was put into use with the start of the new year. The new seal, officially inaugurated May 6, has been in use since January.

Consisting of a griffin, a shield, and the name of the University, the seal was chosen to represent the goals of the University: education, research, and service.

Prof. Al J. Gowan of the Department of Creative Arts, the seal's designer, believes it will become the central feature of campus identification.

To assist anyone who wishes to use the new seal, a use manual has been authorized and will be distributed widely. Requests will be handled by the University News Service when the manual is ready.



PURDUE'S NEW SEAL

The three-part shield represents the three main goals, and the five feathers are interpreted as the five campuses. The seal is available for use on clothing, booklets, catalogs, letterheads, buildings, and athletic equipment.

"It's A FANTASTIC Play"

The foregoing quote is the gist of Mr. Dixon's own comments about the Fantastics, running tomorrow and Saturday night at Morton High School.

Derivations of this comment include "I think I can say without reservation that this is one of the best plays I've put together."

Taken from the perspective of thirteen productions worth of experience, such a comment might seem an exaggeration.

But this is only until one realizes that this play probably contains the most dramatically and vocally talented and experi-

enced people here at Purdue Cal.

Couple this with the fact that long hours have been spent at rehearsing 4-5 times a week since March, and with the fact that 'Bud' Dixon has invited a larger staff, including choreographers, vocal directors, musicians and sundry students, one might begin to see that Purdue Cal's first musical production is bound to be a success. . . .

Members of the cast include Susan Clark as Luisa and Robert Vuxinic as El Gallo in the leading roles, Mike Zaffan and Don Rechert as fathers Huck and Bill respectively, John Toth as Henry the old actor, Doug Fix as the Indian Mortimer,

Rosemary Locasto as the Mute, and Diane Domicik as the understudy for Luisa.

The play the Fantastiks itself is derived from Edmond Rostands "The Romantiks" and is the beautiful love story of a boy and the girl next door who fall in love only to be separated by a wall their fathers build between them.

The wall however is built to fall.

In its fourteenth season now, and about to meet with another 'success,' the theatre company is open for tryouts to any Purdue Cal students.

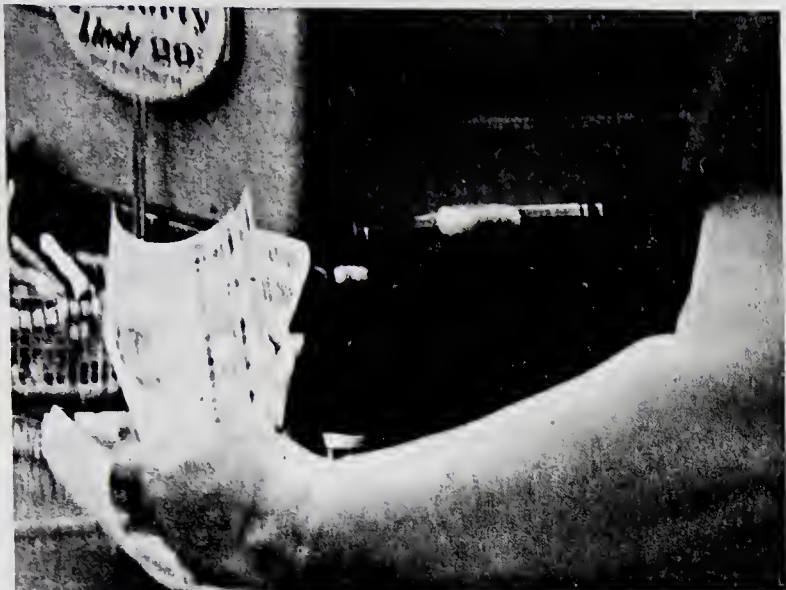
Student-Faculty Committee Requests Student Members

The Council of Faculty Delegates have requested Student Congress to submit names of students who are interested in filling the membership of Student-Faculty Committees. All interested persons please contact Martha Eastwood by Wednesday, May 21.

Openings:

1. Ad Hoc Bookstore Committee—3 students.

2. Library Committee—2 students.
3. Committee on Academic Counseling—2 students.
4. Committee on Non-Academic Counseling—4 students.
5. Appeals Committee—4 students.
6. Committee on Student Organization and Publications—4 students.



P.C. Administrators Respond

by Pauline Olsen

The good old summer time will be the last time to get the good old tuition rates at Purdue Cal, and summer school '69 may be a little busier than usual.

As every student must surely know, fees are going up next fall at all Purdue campuses. The fee increase for the regional campuses ranges from 33% to 95% per semester hour. This brings up several questions on the results to be expected from added student expense.

Was the tuition boost the same at Lafayette, and what effect will the increase have on that campus?

Dean Carl H. Elliott said that student fees are not the same at Purdue Cal as at Lafayette, where they are assessed on a per student basis rather than on an hourly basis.

The increases in tuition, according to the Dean, will pose more serious problems at Lafayette than here, because of the large number of resident full-time students, both undergrad and grad. Also, at Lafayette the graduate students from outside Indiana outnumber the Indiana students by a considerable margin.

Why do out-of-state students have 70% to 95% increases?

Dean Elliott said that the reason for the large increases in out-of-state student tuition is primarily a "political matter." The State Legislature in Indianapolis does not want to pay for the cost of education for out-of-state students. Under the new tuition rates, out-of-state students will pay nearly all the cost of their education at Purdue.

Referring to his "Open Letter to All Students," Dean Elliott said that the "total educational burden," which went up 14%, meant increased enrollments, not the total increase in the cost of education. In '69-'70, the cost of educating one student for one year at Purdue Cal will be approximately \$1570, he said.

Why do grad students have larger increases than undergrads?

Mr. Gary H. Newsom, Business Administrator, pointed out that the cost per semester hour is higher for graduate students because of smaller classes and more "expensive", or highly trained, faculty.

What effect will the increase in tuition have on the Purdue Cal campus?

Dean Elliott does not expect a sharp drop in enrollment be-

cause other state schools will have comparable fees, including Indiana University.

Mr. Larry M. Crawford, Registrar, and Mr. John P. Fruth, Admissions Officer, expect no change in the number of expected registrations and admission applications. Mr. Fruth said that since the fee increase has been announced, there has been no change in the rate of transfer of students between Lafayette and Purdue Cal. This indicates that there will not be a lot of students transferring here for economic reasons.

Mr. Crawford said that the out-of-state students at Purdue Cal are 14.8% of the student body at the undergrad level, and 25.1% at the grad level. He did not foresee any drastic drop in the out-of-state registrations in spite of the new fees.

Mr. Fruth pointed out that one must not be misled by figures, as there has been a gradual decrease in out-of-state enrollments, due to the fact that Illinois has a more liberal grant and aid program than Indiana. (This has been offset by the fact that Purdue Cal is now getting 11% more Lake County high school graduates than before.)

Will Summer School '69 have an unusually large enrollment?

Mr. Crawford and Dean Elliott admitted that the possibility exists, but Dean Elliott pointed out that classes could only be added as the staff and space at

Purdue Cal permit. Therefore, summer school could not expand to a difficult extreme.

Will the increase in tuition cause a drop in the number of graduate students?

Prof. Clifford Trimble, Chairman of the Section of Education at Purdue Cal, has the largest number of graduate students at this campus in his section. About 20% to 25% are out-of-state students. His answer to the above question was "No."

Dr. Trimble said that most of the Masters Degree candidates are "teachers who are required to get a Masters Degree." While many will complain about the higher tuition, he felt that they would not be driven away for several reasons.

The first of these is the fact that as the raise in tuition goes into effect, there is a move on the part of Lafayette to end the requirement that 9 hours be on the Lafayette campus for a Masters Degree.

Since it is expensive for a teacher to have to move to the Lafayette campus for a summer session, Dr. Trimble felt that the economy of being able to complete a Masters Degree at Purdue Cal would to a large measure offset the tuition increase.

In addition, Dr. Trimble pointed out that the other universities available to teachers in this area are also expensive. Northwestern

Cal's Numbers Racket

Anticipating a continued growth in students, staff and faculty, and planning to move rapidly ahead with educational opportunities expansion, the faculty and administration proposed operating budget requests to the Indiana General Assembly.

The appropriations bill passed by the House of Representatives earlier this spring was so inadequate, student fees would have had to be increased by 60% just to keep the Calumet Campus at its present operation level.

Because of well organized and efficiently directed student action, this crisis was alleviated. However, the final appropriations bill passed by the Legislature increased state support by only 5%.

That allotment was hardly sufficient to meet the 14% expected enrollment growth or the 6% inflationary increase reflected in the cost of materials, offerings of new degree programs and faculty salaries.

It was decided at a special meeting of the Board of Trustees on March 19, 1969 to raise fees and tuition.

Since the University has only two major sources of revenue, state appropriations and student fees, there was no alternative.

Transforming the percentages into dollars and cents, the estimated minimum needs for the 1969-70 academic year is \$4,315,203. Legislative appropriations will provide \$2,981,349. The deficit of \$1,333,854 is the cause of the fee increase.

Even with the tuition hike, some of Purdue's developmental efforts will have to be curtailed.

Almost at the point of becoming a cliché, Purdue students, both those on the main campus and those at the regional campuses, are painfully becoming aware of the "rising cost of higher education."

It hasn't been since 1959 that fees have been increased on regional campuses and even with the new rates, the Indiana resident student will be paying only about 1/3 the cost of his education.

Perhaps the most prominent factor contributing to this financial dilemma is national inflation. According to the statistics of the Bureau of Labor, the consumer price index rose approximately 5% in 1968 and the index of services rose about 6 1/2%.

Consequently, more funds are required merely to compensate for these inflationary factors as well as mounting utility costs.

So what's a poor college kid supposed to do? Probably the only thing he can do is take those doubles at the mill or work a couple more nights at Roselee's.

And console himself that the University is on his side. It's just that society is getting costlier and costlier and costlier. . . .

(Mary Kozlowski)

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The opinions expressed herein are not necessarily those of Purdue University or the student body.

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PC Faculty Pay Ranges AA-B

by Jack Knotts

In addition to an active interest in student affairs, one of the many functions of the American Association of University Professors is the evaluation of universities, colleges, and emerging universities.

One of these evaluations, the rating and comparison of professorial salaries and compensation, is generally accomplished through the compilation of information obtained from questionnaires sent to the various institutions of higher learning in the U.S.

At Purdue Cal the president of the local AAUP Chapter is Prof. R. D. Bechtel of the Mathematics Section.

The term "compensation" can be a point of confusion when discussed in conjunction with salaries but only means salary plus fringe benefits, such as hospitalization, retirement, and other programs paid in part or full by the institution.

Some enlightening data appeared in table form in the June 1968 AAUP Bulletin in an article beginning on page 182 under the section headed "Appendix I".

The table rated over 900 reporting institutions, first by grouping them under states then into columns headed by designations, such as (1) "index grades of compensation," (2) grade of average compensation and number of faculty by rank."

Column two is further divided into four columns and each is headed by a professorial rank.

"Average compensation, full-time faculty," is the heading for column three. And column four is headed "average salary, full-time faculty."

"I usually look first at the columns which list the number of professors on campus and their compensation ratings. This information can imply several things to me. One of these implications is the university's policy on salaries," said Prof. Bechtel.

Purdue University is listed as having 406 professors, and a "B" rating for their average compensation, 436 associate professors are rated "A", 541 assistant professors are rated "+AA", and 179 instructors at "AA".

A recently published AAUP report interprets the letter grades listing average compensation in the following manner: AA, A, B, C. (See table below)

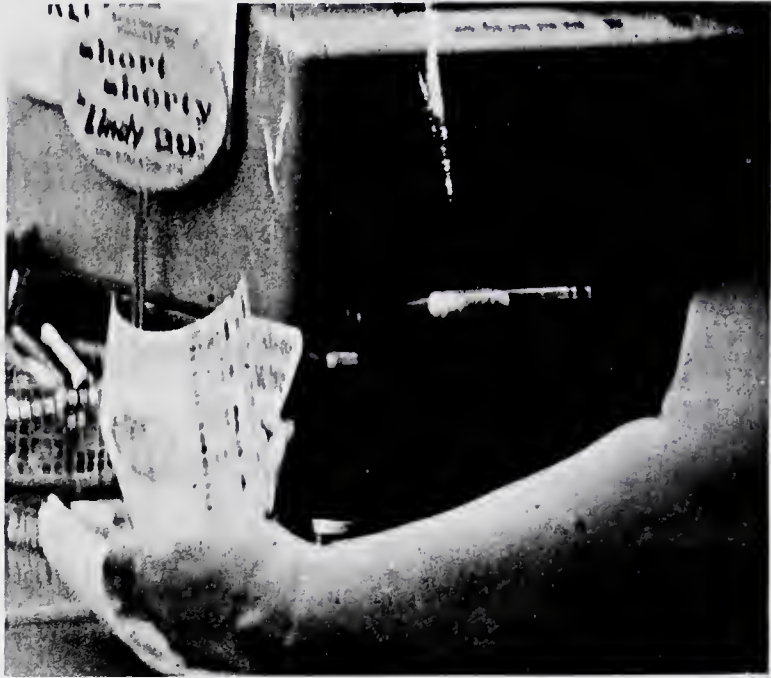
A comparison of this table with the information in the preceding paragraph reveals that professors' salaries at Purdue are 37.3 percent below the "AA" rating while all other ranks equal or surpass AAUP ratings.

To substantiate these figures a percentage comparison can be illustrated by comparing Purdue's faculty rankings listed in

Appendix I of the June 1968 AAUP Bulletin with other information received from reporting institutions.

A comparison of the top four grades can be seen in Table 2 below.

This comparison indicates that the total of full-time professors at Purdue receiving "B" average compensation is approximately 11 percent less than the average of the reporting institutions, while the top three grades at Purdue are from 11 to 35 percent higher.



Library Thefts Equal Sixth Of '69 Funds

by Carol Leskovich

"Borrowing" a book from the Purdue Cal library is correctly defined by the typical Purdue Cal student as walking up to the desk, signing a card, using the book for three weeks, and returning the book.

To a minority of Cal students, however, this procedure is quite different. This new procedure involves a person who places a book under his arm or his coat and walks out of the library gloating at the extreme cleverness of his deed. This procedure may be defined as stealing.

The Purdue Cal library was founded in 1946, and since then, approximately 1,000 books have been stolen from the library. The majority of these 1,000 books have been taken since 1963 when the library was moved to its present location.

Even though Purdue Cal's enrollment has steadily increased and now stands at 4,584, librarian Bernard H. Holicky feels that "the enrollment increase is not directly responsible for increased losses, but that each person involved in thefts is taking more books."

The majority of the library's losses are in particular subject areas. "Although all areas are affected," says Mr. Holicky, "most thefts occur in the areas of mathematics, history, language, literature and psychology."

The average cost for replace-

ment of a book is now \$10.00. 1,000 stolen books represent an investment of \$10,000 for the library — \$10,000 which could have been used to purchase 1,000 new books to add to the Purdue Cal holdings of 45,000 volumes.

Looking at the monetary loss in still another way shows that the \$10,000 lost through stolen library materials is equal to one-sixth of the annual library appropriation, which is \$60,000.

Any one of three kinds of thefts may occur when a book is stolen. The first type of theft

is that which occurs because of the pressure of a class assignment. These books usually reappear in the book shoot after the assignment is due.

The Concise Anglo-Saxon Dictionary, The Comparative Glossary of Gothic Language, and The Economic Almanac are three recent examples of this type of theft.

The second type of theft is harder to readily detect. This occurs when a person simply takes a book. Only some of these books are ever returned.

The third type involves the disappearance of periodicals. The replacement cost of a periodical is never under \$1.00, even for a periodical that may have originally cost \$.30. Mr. Holicky says, "The amount of work involved to replace one issue of a periodical is no different than the work of ordering an entire set of encyclopedias."

Despite a liberal library loan policy and the cost involved in replacing books, people still continue to steal books from Purdue Cal's library.

Full-Time Classification Varies

by Eileen Schwartz

Are you a full-time or a part-time student here at Purdue Cal?

The answer is simple enough if you are registered for either 14 or more hours or for 8 hours or less. It's a clear case of 14 hours or more constituting full-time status and 8 hours or less constituting part-time status.

But what about those of you who carry between 9 and 13 hours? For you, determining your standing as either a full-time or a part-time student can be a complicated task.

It depends upon whether you are paying your fees, satisfying Selective Service requirements, serving as an enrollment statistic or seeking academic recognition.

For example, if a student carries 9 hours or more, the Board of Trustees considers him to be full-time in regard to all fee payments.

This is in keeping with the policy established at the Lafayette Campus which defines a full-time student as one carrying 9 or more hours and a part-time student as one carrying from 1 to 8 hours, according to Edward L. Andrews, bursar.

However, a student registering for 9 hours or less is termed part-time by the Registrar's Office, according to Lawrence Crawford, registrar.

To qualify as full-time academically, a student must register for 12 or more hours, Mr. Crawford stated.

This 12 hour figure satisfies the requirements of the Selective Service Board.

It is also the statistical figure recommended by the American Association of College Registrars and Admissions Officers for reporting enrollment data for publication, he said.

But a 12 hour load does not entitle a student to academic achievement recognition each semester, or to those extra privileges available to outstanding students as outlined in the Campus Bulletin.

To qualify for these honors a student must carry 14 hours or more. This is considered to be a "more substantial load" than 13 hours or less, Mr. Crawford explained.

Questioned about the reason for these status variations, Mr. Crawford said that there is no "rigid rationale" involved in the delimitation of what constitutes a full-time or a part-time student.

These are "arbitrary limits" which are set only for the specific purpose they serve, and there is no one factor involved in reaching these decisions, he added.

(Continued on page 4)

TABLE I					TABLE II		
	AA	A	B	C	grade	% of full-time fac. of reporting instit.	% of full-time fac. of Purdue
Prof.	27,000	21,500	17,000	13,600	B	37.2%	26%
Assoc.	15,500	13,500	11,900	10,400	A	10.9	28
Ass't.	12,000	10,700	9,560	8,580	AA	—	28
Instr.	9,000	8,300	7,680	7,140	+AA	—	35

SENIOR WEEK



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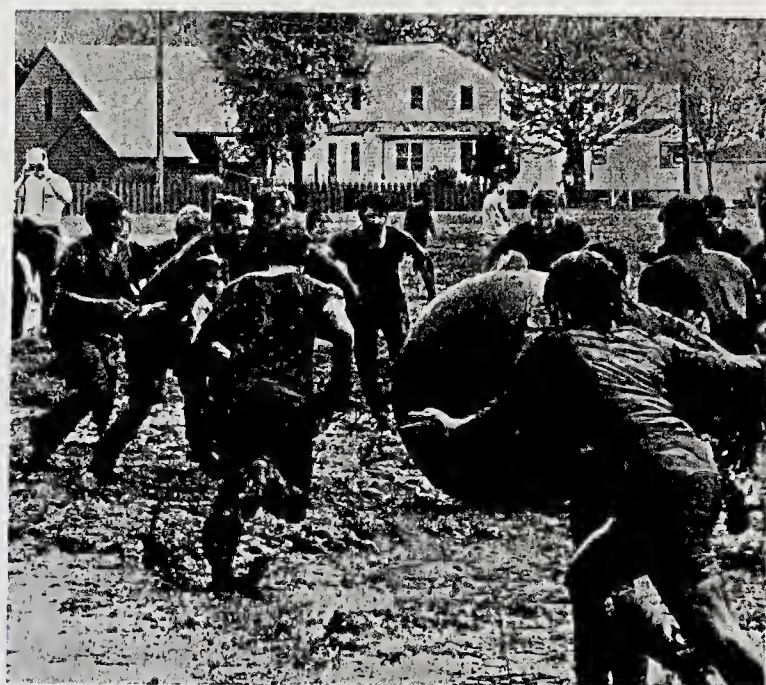
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ACTIVITIES



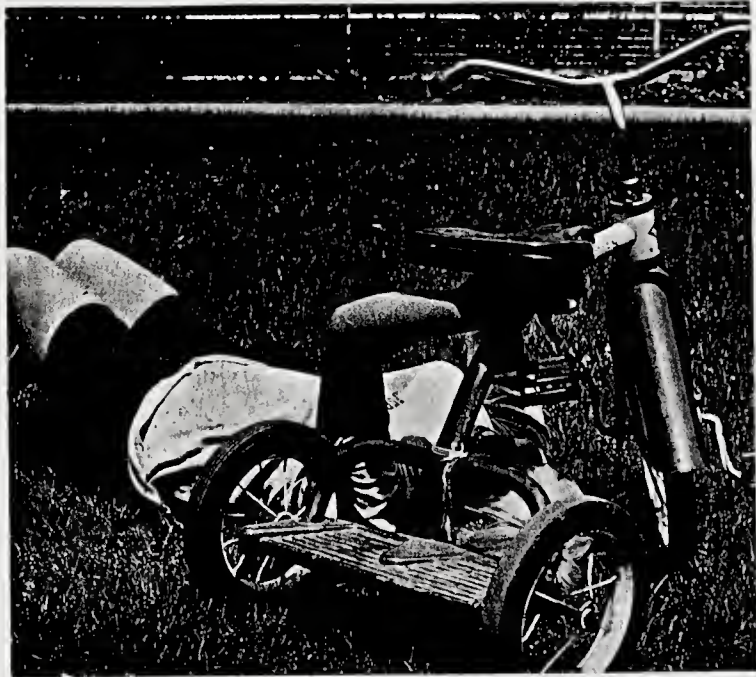
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Hartmann Calls For Counselling Services

by Roxy Van Sessen

"It's a scandal that we don't have such services to offer our students," said **Prof. Walter Hartmann** of the Psychology Section. He was commenting on the fact that there are no psychological counseling services available to students at Purdue Calumet Campus.

Over twelve years ago there was the beginning of such a counseling center available to Purdue Cal students and members of the community. Students were counseled free of charge and, on the basis of time available, members of the community and industry were accepted for a fee, according to Prof. Hartmann.

This program was officially dropped but was kept going unofficially under Director Gyte. After his death it disappeared, except for informal activities," he said.

Now twelve years later, when there is a much greater need than ever before due to a substantial increase in student population, no such services are available as part of the campus program.

In order to find out what students think about this issue, a number of students were asked this question: "Do you see any need for some type of psychological counseling service available to all students here on this campus?"

The answer in all interviews was yes, if not for themselves, then for a student they knew.

Some of the areas that such a counseling center might help in and that were mentioned in the interviews include marriage counseling, student-parent relationships, deeper personal prob-

lems, and testing programs.

Many students and their families who face such problems are unable to obtain professional counseling away from the university. This is due to a lack of money and/or the long waiting lists of people who have already applied for such help.

One is fortunate if he can be seen by a psychologist or psychiatrist six months after he has asked for an appointment. Fees involved range from \$30 to \$50 a visit. It's easy to see why the majority of students who need help are not receiving it.

What are the reasons that such a facility is not available to Purdue Cal students? According to Prof. Hartmann, it isn't lack of space. "We have rooms available. Our problem is lack of resources applied in this area."

Actually, the members of the Psychology Section do what counseling they can during office hours and on their own time. When Prof. Hartmann was appointed twelve years ago, 75% of his time was to be spent in teaching and the remaining 25% of his time was to be for counseling work.

He now has a full teaching schedule with no time allotted for counseling purposes. A counseling center could be a part of the psychology section, if there were more personnel who could split up the teaching load and devote a portion of their time to the counseling center.

"This could be an expanded program," commented Prof. Hartmann. "It would be open to faculty as well as to students. It could include various projects and seminars. We could bring the program to the student," he

added.

Besides the additional personnel needed in the psychology section, clerical support would be needed to make appointments, keep files, etc.

Mr. Len Perkins, student affairs officer, gave reasons why we cannot at this time hire additional faculty members: "Money for hiring additional faculty has not been allocated to us by the state. We can't use state funds for innovated university pro-

grams. We add according to the growth of this campus.

"I would like to see a proportionate number of of counselors to students," Mr. Perkins said. "We have only one student affairs officer for 4,000 students on this campus.

"Before we think about a psychological counseling service," he continued, "we need to be able to process our own transcripts and readmit our own students. We are moving toward

departmentalized student services, but it takes time and operating costs."

But to quote Prof. Hartmann, "Nothing gets accomplished while we sit around waiting for things to happen and worrying about the budget. While we do nothing, students are dropping out of school, failing courses, and proceeding in wrong directions. These are students who should be involved in a counseling program."

Pattern Design 536 Being Held As Summer Workshop At Cal

by Eileen Schwartz and Pauline Olsen

Designing your own wardrobe, creating a copy of that expensive gown, altering a "bargain" to fit your figure, and avoiding a "homemade" look will no longer be impossible tasks for you sewers who enroll in Purdue Cal's dual-level summer workshop, Pattern Design 536.

Since enrollment is limited to 14, pre-registration by May 2 is mandatory for the three credit course.

While learning how to draft clothing patterns, students will analyze the principles of design and construction, study pressing techniques and fitting to achieve effects, and learn to adapt basic patterns to fit the basic figure. Pattern alteration, garment fitting and the use of fabric grain will also be emphasized.

Prof. Barbara Schlinkert, assistant professor of clothing and textiles at the Lafayette Campus, will teach the workshop.

Her experience includes visits to the famous design houses of Paris, London and Rome as well as the wholesale design houses in New York.

She gained her retailing knowledge at Stix, Bair and Fuller in St. Louis where she also worked with Junior design houses.

Prof. Schlinkert has a B.S. in Home Economics from the University of Illinois and a M.S. in Home Economics from Cornell University.

She did additional work at the University of Wisconsin and New York University.

The prerequisite for the course is a knowledge of basic clothing construction.

It will run from June 16 to July 3. The cost for Indiana

residents is \$115. Non-resident fee is \$139.

Meanwhile, in the School of Science, "The gateway for a baccalaureate degree in biology" has been opened at Purdue Cal, according to **Prof. Kenneth S. Wilson**, head of the Biology Section at Purdue Cal.

Two new courses are going to be offered in the fall of '69. One is "Cell Biology," a junior level course, and the other is "Microbiology," a junior-senior level course.

At Purdue Cal, these courses are the first to be offered in biology beyond the sophomore level. They are the first step toward a full four year program in biology, said Prof. Wilson.

The students that these courses will serve are those studying biology, biology education, medical technology, and pre-dentistry and pre-med., according to Prof. Wilson.

Fees continued from page 2

and the University of Chicago, for example, are more expensive than Purdue Cal, leaving this school in a competitive position.

The University of Illinois (Circle Campus) is the only other school comparable to Purdue Cal that Illinois graduate students could use. Besides its lack of graduate programs, its location must be considered.

Dr. Trimble felt that Purdue Cal's location will help it keep its graduate students and continue to grow. This school is ideally located to serve the whole Calumet region. He said that while there are several outstanding universities in the Chicago

area, many students are not willing to give the time and money necessary for attendance at these schools.

Dr. Trimble also mentioned the extensive growth at the graduate level at Purdue Cal. For example, next fall there will be 19 graduate courses offered in education, and these in turn are backed up by strong academic departments and graduate courses in other fields.

What is the historical background on the present fee increase?

Dean Elliott said that "Purdue Calumet has not had a fee increase since 1959. Until 1965

this Calumet campus was 95% self-supporting," receiving no state aid, and only a small amount of financial aid from Lafayette.

In 1965 the Indiana State Legislature did award state support for this campus, he said, but it was only token aid until 1967, when Purdue Cal became in fact a state supported school.

Prior to 1967, even the buildings on the campus were paid for from student fee income. "Seven dollars out of every per-semester-hour fee went for building," said Dean Elliott.

The Dean also pointed out that, prior to this year, Purdue and Indiana University had the lowest fees in the Big 10. He added that there is a nationwide trend toward higher fees in state schools. "Unfortunately this (trend) is pricing the peo-

ple that the universities ought to serve most right out of the market," he said.

What is the relation of student aid to the higher fees?

According to the Dean, it does not look like student aid at present will do much to offset the increased costs for the student.

He said that Federal aid is a sizeable factor at Lafayette and also on this campus. However, he noted that Federal appropriations tend to be shrinking, and the Federal funds that are available are not at the levels that school administration were led to expect.

Speaking of the State of Indiana, Dean Elliott said that the State Legislature did not appropri-

ate enough money for student aid. As a matter of fact, he said that six of the eleven members of the State Scholarship Commission resigned this year over difficulties in the State program.

It is small comfort to Purdue Cal students, but it is a fact that there is room for improvement in the State's program for student aid, according to the Dean.

The general consensus of opinion of those people interviewed for this article seemed to be that the raise in tuition will not make much difference in the enrollment at Purdue Cal at either the undergraduate or graduate level. Neither do they expect a sharp change in the resident/non-resident ratio. Time will tell if these views are correct.

June 9th Commencement Sees Largest Graduating Class Ever

On June 9, 1969, 235 Purdue University Calumet Campus students will receive degrees in Purdue Cal's third baccalaureate commencement. This number represents the largest graduating class in the history of Purdue Cal.

It was announced by Dean Carl H. Elliot that Purdue President Frederick L. Hovde will address the candidates and award degrees to 212 undergraduate students and 23 graduate students. In addition, 50 certificates will be awarded to graduates of special, non-degree programs in practical nursing, practical industrial electronics, and professional foremanship.

Purdue Cal's progress is reflected in these 235 graduating students. Their commencement will be the third since the school was enlarged from a two-year university center by the state legislature. Since that time, degree programs have steadily in-

creased.

There are 23 candidates for master's degrees in education in the areas of English, mathematics and science.

Bachelor of Arts or Bachelor of Science degrees will be awarded to 104 persons by different schools of the university including 47 from the school of Technology in such areas as construction technology, electrical technology and supervision technology.

The school of Humanities, Social Science and Education will graduate 39 students at the noon ceremonies on June 9. These candidates have such specialized fields as elementary education, American literature, sociology, psychology, American History, political science and English.

Fifteen candidates from the school of Science will be the first to officially complete all their academic work at the Calumet Campus in chemistry,

mathematics and physics.

The two-year Associate in Applied Science degrees will be presented to 108 men and women. They include 25 women who are members of the largest graduating class in registered nursing.

Other candidates receiving associate degrees have specialization fields of electrical technology, architectural technology, chemical technology, industrial technology, civil engineering technology, and metallurgical engineering technology.

Commencement plans are under the direction of a faculty committee headed by Prof. Robert L. Anderson, professor of electrical engineering technology and assistant to the dean for relations with industry. Prof. Anderson along with several other faculty members have the responsibility of planning and organizing the third and largest commencement of Purdue Cal.

Students Deserve Better Finals

One hour and 30 minutes after you walk into a classroom, haul out your pen, and start reacting to the stimuli on the printed page, you might get lucky and run across the last question on your final exam. This question just might be different from all the rest though. It could be an authentic final exam question requiring more than mastery of the stimulus-response syndrome which even Pavlov's dog figured out. If you're really lucky, the question might even ask more than a two-paragraph review of the entire course.

Are the faculty-designed finals really final exams, or are they exercises in recalling minutiae and recognizing key words and phrases? A final exam is supposed to provide an overview of the course; it is supposed to give students a chance to demonstrate what they have learned, not what they have memorized.

Why can't the faculty design proper finals? Perhaps it's easier to provide a stimulus for one and only one correct response; perhaps it's too time-consuming to evaluate creativity; perhaps it's too difficult to think of a thought-provoking question. If students are required to spend two hours writing a final exam,

it would be nice if professors spent at least two hours designing a proper final—a test which should give students an oppor-

tunity to demonstrate what they have learned. Do your finals demonstrate what you have learned?

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Pipers Victorious In 2 Games

A shiny Saturday was even brighter, as we had the pleasure of watching the Piper baseball team play two fine games and come out victorious in both, 5-2 and 3-2 in extra innings.

In the first game, the Pipers rapped eleven hits, including a single and a double by Jim Rospond. Hats off to Juan Flores, Sciackitano, and Dietzen as they each collected two hits, driving in the Piper runs. They also scored all of the runs.

Juan Flores pitched a fine game and shows promise as an outstanding moundsman. He gave up only 6 hits, 3 walks, struck out 6 batters, and only one earn-run. He was helped out in the third inning by a dazzling double play by Kuczka, Rospond, and Nickoloff.

The line reads as follows:

Purdue Cal—5 runs, 11 hits, 3 errors.

Wilson JC—2 runs, 6 hits, 5 errors.

Winner—Flores.

Loser—Fondeles.

The second game was an extra inning contest with the Pipers winning 3-2 behind a complete game by J. Federoff. The

Pipers were led by K. Kuczka, with three hits and an intentional walk in four trips to the plate. Ken's hits included a single, a double, and a triple. Rospond and Nickoloff each had two hits.

The Pipers held a one run lead going into the last inning, but on two hits by Wilson, the game ended 2-2. Federoff bored down striking out one, getting one to fly out, and one to ground out. The Pipers came to bat, and with cheering from the fans, victory was moments away.

The victory came like this: Rospond got a hit and stole second, Igyarto struck out, Kuczka was intentionally passed (hot bat), Nickoloff bunted perfectly, and with the bases loaded, mighty Joe Sandor rapped the first pitch to him in the hole and Rospond sached home.

Federoff pitched control ball as he gave up only three hits, one walk, and struck out eight batters. The line score reads:

Purdue Cal—3 runs, 9 hits, 3 errors.

Wilson JC—2 runs, 3 hits, 1 error.

Winner—Federoff.

Loser—Bailey.

Soccer Players Start Training

Spring training for soccer players has started and practice begins at 12:00 p.m. every Monday. These fellows take part in conditioning exercises and they work on soccer fundamentals. These sessions are mainly to keep the men thinking soccer and to get acquainted with new players. Most of the practice time is used for scrimmaging.

All interested men contact John Shields at the Armory. We are destined to have the best soccer team in the Midwest area.



Wright Downs Cal

The brand new, bright Piper baseball uniforms had a luminous affect on the players as they gifted Wright Junior College with a 5-2 victory in the first game of the Piper schedule.

Senior pitcher Mike Ryba turned in a stalwart performance, going the full distance of nine innings. Ryba gave up only three hits, three walks, struck out six batters, and contributed a single to the Piper cause. Only two of the five Wright runs were earned, as the Pipers committed 8 errors on the field.

The line score for the game reads:

Wright JC—5 runs, 3 hits, 0 errors.

Purdue Cal—2 runs, 6 hits, 8 errors.

Winning pitcher—Lamasse.

Losing pitcher—Ryba.

Diamondmen Stand 6-5

The record of the Piper baseball team stands at 6 wins - 5 losses. On Tuesday, April 28, the Pipers played a team whose record was 15 wins - 3 losses and it was said that they were ranked 10th nationally in the small college poll. This was the Lewis College team from Lockport, Ill. Mike Ryba pitched for us, and after 2 games in cold weather and bucked by many, many errors, he finally got the breaks. Purdue Cal 4, Lewis College 0. Mike struck out 11 batters and helped his own cause with 2 hits, as did Flores. Rospond and Sciackitano also got hits for us. On Friday, May 2, our Pipers

travelled to Fort Wayne to play our sister school. The final score was Purdue Cal 11, Fort Wayne 5. Barrow Gillium got the win and he is now 2-0. Gillium struck out 8 batters with Ryba coming in the 8th inning, and striking out 5 men in two innings. Nickoloff led the hitting with two singles and a triple. Men with two hits were Flores, Berkman, Rospond, Igyarto, and Leyva. Others with hits were Gilliam, Porter, and Sandor (a triple).

Next game is Friday, May 9 at 2:30 p.m. against Purdue Fort Wayne. Come!

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Groping from the Sidelines

Purdue Calumet will hold its first all Sports Banquet May 13th to give recognition to the Piper athletes who participated in the 1968-69 school year.

The banquet will be held at Teibel's Restaurant in Schererville, 7:30 p.m. Tuesday. Dean Carl H. Elliot will be principle speaker.

Three participants from each of our three intercollegiate sports will receive trophies as Most Valuable Player, Best Mental Attitude, and Most Improved Player. Selections are made by their own teammates.


In addition, the Dean's Award will be presented to an outstanding athlete in recognition of scholarship, participation in student activities, sportsmanship and character. The award recipient will be chosen by the coaching staff at the Calumet Campus.

Prof. Robert C. Hayes, associate professor of Physical Education for men, is chairman of the arrangement committee.

Tickets for the affair can be purchased at the Calumet Campus Business Office. (Thanks Dave Samuels!)


Also, I am accepting rosters for intermural softball teams. There should be no less than seven members to a team.

We are sad to report that the Piper team lost the services of one of the leading players—Ken Kuczka. Ken injured his knee in a game and is slated to be operated on soon. This has greatly affected the play of the team, trying to fill the slot of a real great fellow. Good Luck and Get Well Quick, Ken.



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